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THE SCHOOL JOURNAL.

A Weekly Journal of Education.

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TERMS.

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New York, June 7, 1884.

This paper exists because there are important things concerning education that MUST BE SAID.

It is published THIS WEEK because there are things that must be said NOW.

THOSE going to Madison should write to W. H. Chandler for information as to rooms, etc. Rates are from \$1.00 to \$2.50 per day. Make application at an early day.

THE coming on of the beautiful spring will be the occasion of astronomical discussion in some school-houses. In one the teacher erected a staff before a south window and marked on the floor the place whereon the shadow at noon-time fell, both for Dec. 23rd, and June 23rd. Then came questions that this concrete thing would have answered. Is there any school-house where this might not be repeated? Have you done it?

THE position of the Book—its claim upon the teacher—its relation to the student is yet to be settled. If a picture had to be constructed to represent the teacher, any time during the past fifty or more years he would appear, drawn, like Sir Humphrey Gilbert, of whom Longfellow wrote, "A book was in his hand." Just how much Book is the question with most teachers; just how the pupil is to use the Book is the thought of others.

As teachers from N. Y. State will attend the State meeting July 9th, 10th, and 11th, at Elmira before going to Madison, we give the rate from Elmira to Madison and return

at \$24.60. Various ways can be employed by members. They can go from Elmira by the Erie R. R., by the Del. Lack. & Western, or they can go to Geneva and take the Central, or Rochester and take the Lake Shore & Western, or to Harrisburg and take the Penn., or to Baltimore and take the Baltimore & Ohio. Of course, at Madison, a change can be made, those going by one route can return by another.

THE rate for members of the National Association, or those who will join the Association, to Madison, Wis., from this city, will be \$30.50. To get tickets, first get a certificate of identification, by writing to N. A. Calkins, 124 E. 50th street, N. Y.; Chas. W. Cole, Albany, N. Y.; S. A. Ellis, Rochester, N. Y.; W. N. Barringer, Newark, N. J.; Jones MacAllister, 713 Filbert St., Philadelphia, Pa.; M. A. Newell, Baltimore, Md.; J. O. Wilson, Washington, D. C. Teachers in any city can get these certificates through their superintendent. The price of a Pullman half section is \$5.00 to Chicago.

MENTAL DYSPEPSIA.—The mind may become dyspeptic as well as the stomach. The causes in both cases are analogous, and the victims of the former are, if anything, more numerous than those of the latter. Let us see how it is brought about. We begin as soon as the child enters school to give him mental food improper in kind; i. e., words instead of the ideas of which they are merely the symbols; improper in quality, i. e., rules and processes far beyond his comprehension; and improper in quantity, that is more than he can make his own. We keep him at work upon a lesson long after his interest is exhausted; that is where his appetite is satiated. How can he but suffer?

LAST season two members of a Board of Education and their superintendent were found in earnest search for a teacher, "one of the Quincy kind, you know." They were willing to pay \$1,000 per year—the rate for women teachers in that town being \$400 or \$500—for it was felt that the style of teaching must be improved, and could be improved. A little later another school-board was in the market for a "Quincy teacher," offering \$1,000 to such a person, paying to its women teachers already employed \$350 to \$400. It was difficult for these boards to obtain the teachers they wanted, for the supply is small. How can the supply be increased? [This question is respectfully referred to our conventions.]

WHO is to fix salaries? As it now is in the rural districts, the trustee simply buys teaching at the cheapest rate, and chuckles when he gets a better bargain than the trustee in the adjoining district. In a school in a manufacturing town that registered 100 pupils, and averaged 88 in daily attendance, the teacher, a bright, pleasant little woman, interested in her work, and in improved methods, striving to keep her pupils inter-

ested and happy, received \$8 per week! In another district with half the pupils, \$15 per week was paid. Now, it seems that the school superintendent should have something to say. He could say to the trustees that they should not receive the services of that teacher at that rate. Would he not then be doing what is expected of him by the people?

It is computed that over four thousand teachers, "green hands," enter upon teaching each year in the State of New York. These persons will experiment a good deal, follow routine a good deal, and when something more lucrative turns up, give place in turn to other raw recruits. This is what we call our "educational system!" The education of a vast number of the children is in the hands of well-meaning, perhaps, but incapable persons. This is the legacy the past has left us, and it is accepted with hardly a protest.

If the money were the only thing that was wasted we might feel little comparative regret, for money can be got again, but the precious youth of the children will never return. The money paid to teachers is too much considered as the offices in the gift of a political party. It goes to the young man or the young woman who is at a loss yet to determine his or her place in life.

This is a subject that has attracted the attention of the best thinkers in past years, and it is the great subject to-day in education. Who can solve the problem? Who can convince the great public, the parents, the school-officers, that a trained teacher one day in the week in the school-room, is better than an unqualified teacher for six days? Who will convince the teachers themselves of this? The decision is not confined to ignorant trustees in the backwoods, who hire teachers at \$10 per month; it is practiced by boards of education in the cities. That anyone having a knowledge of reading can teach reading, seems to be as firmly believed as though it were an axiom. Even principals of normal schools exist who believe it.

This, then, is the task that lies before the teachers of America; in your hearts to decide whetherteaching is an Art that must be learned as all arts are, and having settled this satisfactorily, then to act in an organized way to convince the people. This the conventions should attempt this summer, not by reading long "papers" on the subject, but by organizing throughout the country a league of those who are trained teachers.

In this way the people will learn there is a distinction between the possessing knowledge and the art of using knowledge as a teacher. This must be made plain to the people, but it cannot be until the teachers admit it, and to this they are at present disinclined. On this hinges the question of wages, about which the teachers say so much. It was not proposed to discuss this, but it may be added that the people are willing to pay a high rate for real, bona fide teaching.

For the SCHOOL JOURNAL.

LETTERS FROM NORMAL PARK.—XXVIII.

ORDER.

Some days ago, Col. Parker said to his class in Psychology: "Next Wednesday we will discuss, 'Order, what it is, and what are its uses.' Be prepared to give your own ideas on the subject." At the time assigned it began and went on as follows: "Miss M—, when is one in order?"

Miss M.—One is in order when he is sitting in proper position and disturbing no one.

Col. P.—We will consider the question to-day, more especially from the psychological standpoint. Who has a different view?

Miss H.—Order is the systematic action of the mind.

Col. P.—Mr. H—, are you in order now?

Mr. H.—I think not, because my mind is on another subject.

Col. P.—Then one's position may be entirely correct, and still the person not be in order. But who is in order? (Several hands are raised.) Miss C—, why are you in order?

Miss C.—Because my mind is on the subject before us for discussion.

Col. P.—How is your mind on the subject?

Ans.—By going over carefully in my mind the question for discussion, the answers given, and in trying to get answers of my own.

Mr. J— does not think one would be in order unless he should follow the discussion from the beginning to the end.

Col. P.—Then it is possible to follow a question for a short time, after which the mind goes off on a wool-gathering expedition. I think I can tell when I look at a class—I can tell now as I look at you—how many are thinking of the question, and how many are not. But when are you in order?

Several answers are given, such as "When I think of nothing but the question;" "When I do my best to think about the question, whether I succeed or not, I think I am in order;" "When I follow the discussion from the beginning to the end, I am in order, no matter what my attitude of body may be." A member of the class disagrees with the latter part of the answer by stating, as his opinion, that if the mind is in its proper working order, the attitude of the body will be correct, according to the opinion of Delsarte, who claims that all outward manifestations of the body are expressions of the mind within. This statement raises a discussion, some believing it to be true, and some that the position of the body may be very awkward and the mind still be in good working order.

Col. P.—That the mind acts upon the body, and the body upon the mind, cannot be doubted. But the question of action and reaction is not the one before us now. I want to know what order is—order considered psychologically, and what it has to do with teaching. I have gone into schools in which the pupils marched with military precision. They sat in their seats as quiet as mice. Everything moved with the regularity of clockwork. Most everybody said those were excellent schools, "there was such good order in them." I did not consider the order good, nor the schools more than machine shops, in which every machine ground out its allotted piece of work. What was the matter?

"The minds of the children were not trained to think." "The body, or the external, was carefully trained, while the mind was too much neglected."

Col. P.—That is good. Any other answers?

Miss H— says she thinks such schools are living examples of the great attention given to outward appearances, while the mind, which is the source of all action, is entirely ignored as to its laws of action. It is a great waste of time to give so much attention to the expression of the mind, and never to study the mind itself.

Col. P.—What is expression?

Miss R.—Expression is the manifestation of what is in the mind. Mr. S.—It is the manifestation of feeling through the action of the mind."

Col. P.—How does the mind grow?

Miss H.—By its own activity.

Col. P.—Is there any other way for it to grow?

Ans.—No.

Col. P.—How does the mind control itself? Ans.—When it is in order.

Col. P.—And when is it in order? Ans.—When it chooses the truth, and acts upon it continually.

Col. P.—If I were to say when a person is in order, I would say it was when his attention was limited to the work in hand. At the next meeting we will consider the means of maintaining order.

At the next meeting the substance of the answers given was that order can be maintained only when the teacher has carefully selected the material which is adapted to the minds of her pupils, and after the selection has carefully set herself to work, to adapt that material in such a way as to meet the individual wants of each pupil. (All of which is easily said, but requiring years of study and practice to do.) This, in brief, is Col. Parker's idea of maintaining order in the school-room. Give each child work that he can do, and if directed in the proper way, he will do it willingly.

I. W. FITCH.

LACK OF PROFESSIONAL TRAINING FOR TEACHERS.

Teachers are almost wholly without professional instruction. The schools, as to real benefit, are just what the teachers make them; yet other learned professions have their prescribed preparatory course of study. But the teacher in our schools attempting to train the mind of the young at the most critical period of its existence, is almost wholly without professional training for the difficult duties of his position, while the shoemaker, even, or the tailor, or the man that shoes your horse, must first be carefully instructed in his calling. The civil engineer has not only carefully studied his mathematics and the use of his instruments, but his ability to apply his mathematics and use his instruments has been tested in numerous trial experiments. Yet, when the young mind is to be trained for the responsible duties of future society, and perhaps for eternity, the idea seems to be that almost any one can do this, especially if he is willing to do it at a cheap rate. If the mind is to be led out, is the "how" not important? Why is Aristotle employed to train the young Grecian prince, afterward Alexander the Great, or Aschan the young English princess, afterward the famous Queen Elizabeth? Had these great teachers nothing to do in planning the decisive battles of Asia or England which placed the names of these illustrious rulers on the scroll of fame? So the young minds of a great republic, the heirs of its responsibilities and honors, should be committed to trained, intelligent teachers. It is, too, economy on the part of the State. For such teachers alone can elevate our school system and make it the blessing to the people which the State designs. The aim of the State should be finally the high vantage ground where she can decree, "None but trained teachers for the public schools." This can be done.—REV. E. D. MILLER.

AMONG the bills now before Governor Cleveland is one which effectually provides for the better protection of children against the evil of demoralizing publications. It was drafted under the direction of the New York Society for the Prevention of Cruelty to Children. The bill broadens the existing law against obscene literature so as to make it cover flash magazines and newspapers, and supplements it with an exhaustive sub-division containing the necessary additional safeguards for minors. Thus, it is made a misdemeanor to sell, lend, give away or exhibit to any minor "any book, pamphlet, magazine, newspaper or other printed paper devoted to the publication or principally made up of criminal news, police reports or accounts of criminal deeds, or pictures or stories of bloodshed, or lust, or crime." So also, it is made a misdemeanor to exhibit such publications or pictures "within the view of any minor child," or to hire any minor to sell or otherwise dispose of them.

The unscrupulous persons with whose interests this bill conflicts will probably urge the Governor to veto it, upon the grounds that it is a blow at the liberty of the press. But it is a blow at license instead of liberty. Liberty ceases to be liberty when it interferes with the life and happiness of others.

For the SCHOOL JOURNAL.

WHAT MAY BE DONE.

There are many educational people—teachers, principals, superintendents—who are convinced that a change has been in progress that will greatly modify our present ideas of the school, but who do not know what step to take. They would like to move but do not see clearly the direction to take. Such should stand still. To throw overboard the grammar and the spelling-book is not necessarily progress. The amount of harm that will be done by those who are rash and thoughtless is not easily calculated. The conservatives stand by and deride most justly the movements of these would-be reformers. Let every man who does not clearly see his way to better than follow the cramming system that is so prevalent, continue to cram, for much good has come out of that. But there are things he can safely do.

1. He can begin to study education. Let him buy Payne's Lectures (paper 50c.; cloth, \$1.00) and read them. No volume will give him so soon and so clearly an insight into the New Education; they reveal the solid principles of Education. Probably no man ever stated educational principles so well as Joseph Payne. Therefore read Payne.

2. He can begin to study the child. This subject is close at hand, and can be investigated without expense. But it will be found to be a difficult study. He will scarcely believe that all the efforts of the child are to educate itself; but this is a great and powerful truth.

3. He can next think how the school may be made to continue the processes of nature. How he will say if he thinks that the present fruit trees—the pear, apple, peach, plum, etc.—were once wild trees; that, according to Grant Allen, our wheat has been derived from the *Alisma* family, by the slow influences of its environment, and has become, instead of an inconspicuous water-plant, the nourishment of the whole earth. The natural education the race of man has given itself must be studied in order to continue it and carry it to a pitch.

4. He may plan, even while pursuing the methods now so popular because so old, to make the environment of the young bring far more education.

5. He may introduce methods that are akin to the child's mode of employing thought, and this even in the plain country school-house. Millions have received a benefit from the course of study and practice in a very ordinary school that has been of untold good. So great has this been that many teachers fail to realize that a better mode of education could have been devised. As an example of what is meant, the mode of teaching reading is probably tenfold more effective than in others; the art of teaching reading has greatly increased during the past ten years. But this has begun only to be pushed still farther.

6. He may do much to render the child receptive to the influences of nature.

"Oh, Nature, how in every charm supreme."

The leaves, the flowers, the birds, the insects, the animals, have lessons appropriate to the school-room. Some have begun the work of making collections. In a New Haven school every room is adorned with the work the pupils have done.

7. Finally, he can read educational journals and books and do much thinking. Let him by all means attend teachers' meetings, and ask questions. Let him find a skillful teacher and visit his school, and learn all he can by inspection of the processes employed. Then let him think. Let him ask himself, Is this in accordance with the plan of Nature?

All these things he can do and not be charged with heresy.

THE recent movement of Oxford, in relation to the admission of women to the examinations which are tests for degrees, is a clear indication of a revolution of sentiment in England. True the bestowal of degrees is reserved upon the ground that the women are often non-resident students, but the movement means a changed opinion regarding the kind of work in which women may engage and their proper place in society.

A TEACHER'S ANSWERS.

President Wayland, of Brown University, was a great teacher. He had the rare art of drawing out a pupil's mind. He did little work for him, but he did make him work for himself.

In the recitation-room it was clearly understood that the subject of the lesson was one in which students and professors were equally interested. They were encouraged to ask questions, and to express their conscientious dissent from the views of their teacher.

Occasionally a student would abuse this freedom; but a sharp answer, such as showed the folly of the youth, prevented the renewal of the experiment.

"Do you consider dancing wrong?" asked a student.

"Not much time for that sort of thing in this world, my son. *The next*," was the reply.

Once, when the subject was the trustworthiness of human testimony and its efficiency to establish miracles, a sceptical student asked,—

"What would you say, Dr. Wayland, if I stated that, as I was coming up College street, I saw the lamp post at the corner dance?"

"I should ask you where you had been, my son," was the effective reply.

On another occasion, while the class was studying the evidences of Christianity, a brilliant young sceptic thought he would have a tilt with the doctor.

"I have never," he said, "been able to discover any internal evidence that the Old Testament was inspired. For instance, doctor, take the book of Proverbs. It needed no inspiration to write that. I have often thought I could write as good proverbs myself."

"Very well, my son, perhaps you can," quietly answered the doctor. "Suppose you prepare a few and read them to the class to-morrow. *The next*."—*Youth's Companion*.

SECONDARY EDUCATION.

By THOMAS HUNTER, PH. D., New York City.

It is admitted on all sides by the best educators that the great educational want in the United States is the want of good secondary schools. Normal schools, academies, high schools and "colleges" of the grade of the Normal College fall under the head of secondary schools. All schools below these may be classed as primary schools. The prime necessity of the age is a system of excellent primary schools; and such a system can never be established until the secondary schools are liberally supported and put in thorough condition. The great majority of permanent and reliable teachers are graduates of the secondary schools. Graduates of the university may become professors, but seldom primary teachers; and if induced to accept positions in the primary schools, it is usually for a short period, in order to earn a little money to pay their way to something higher. The real colleges and universities cannot supply the common schools with teachers. It is simply preposterous to expect the primary schools to produce their own teachers. Where, then, are capable and qualified teachers for the primary schools to be found? Most unquestionably in the secondary schools. If the people are willing to expend millions to give their children a sound, substantial education in the ordinary English branches, surely it is the part of wisdom to see that their money is profitably and economically expended by securing the services of competent teachers, and not wasted, or worse than wasted, by the employment of incompetent teachers. Yet, every year or two, there appears among certain people, in different parts of the country, a peculiar distemper which might be termed the "high school fever," which usually runs its course like measles or scarlatina. Under the influence of this fever these people have strange delusions. They fancy that they pay all the taxes; that common schools supported by common tax are charity schools; that they are robbed to educate the children of the poor; that too much learning, and not too little, is a very dangerous thing; and that the "higher education" (which, by the way, is not

higher education at all) is a very bad thing for the "lower classes." The great bulk of the people seem to escape this distemper—the great middle class which is the backbone of the country,—for they are too busy earning bread and butter for their families to find time to discuss nice questions of political or social economy, and too active and too wholesome to catch the fever. These are the millions who send their children to the common schools, common academies, and common normal schools—common as the common air, and, according to Edward Everett, valuable for their very commonness. It is really pitiable to hear conscientious men argue about the danger of educating the people above their own plane of life, of educating the children better than their parents. Suppose this opinion had prevailed fifteen hundred years ago; there could have been no progress, and we would be to-day naked savages.

DUDLEY A. SARGENT, Professor of Physical Training in Harvard College, and director of the new gymnasium, says that all professional men should know the importance of sitting at a desk properly. The position should be erect, to allow the lungs and other organs a fair chance to do their work. It is well occasionally to rise and swing back the arms and shoulders. Walking is excellent exercise when brisk and spirited, but when slow he regards it as of little worth. Riding in a carriage is of special advantage when the mind and body are too weary. Riding in the saddle is valuable in aiding circulation, but it sends the blood to the brain, and so may cause headache. Swimming is one of the finest exercises in the whole range. Rowing is of great use to help a sluggish circulation, or to remove a morbid or bilious condition. Boxing is the best means of obtaining command of the body and temper. The bicycle brings into special activity the muscles of the thighs, and otherwise affords good exercise, but unless care is taken its use will make one round-shouldered.

THE Electoral College this year consists of 401 members. The vote of 201 of these are necessary to the election of either candidate. By careful canvassing and computations, politicians know just about how each State stands, and where the most vigorous efforts must be made in order to "carry" the State. Thus, the probabilities are that the Southern States will vote for Democratic electors. They are entitled 153. It is pretty certain that all the Northern States except New York, New Jersey, Indiana, California and Oregon will vote for Republican electors. They will have 177. If all of the doubtful States except Indiana and New York should vote for Democratic electors, it would add but 20 to the 153, making 173. Then whichever way Indiana, who has only 15 electors, goes will make no difference with the result; it takes New York, with her 36 electors, to give either side the majority. In New York, therefore must the struggle be made. Either party must choose a candidate who will suit the New Yorkers.

TOO MANY teachers have almost no general information. A teacher who does not keep pace with the events of the day, who does not read the newspapers, is not fit to take charge of a school. If an event of importance takes place in the country or the world, the class should know it. It is the duty of every teacher to be familiar with the current events of the day. The newspaper should reach every teacher in the land. The pupils will thus get a thirst, which will last them through life, for that knowledge which is so essential to good citizenship. There is no necessity that teachers should lack culture. No other profession is so full of stimulants. While the teacher is teaching a certain branch he should study it, and thus the pupils will get the benefits of his thoughts and labor.—*Selected*.

A PARENT who sends his son into the world uneducated and without skill in any art or science, does as great injury to mankind as to his own family; he defrauds the community of a useful citizen, and bequeathes to us a nuisance.—ALCOTT.

GEMS FROM JOSEPH PAYNE.

The early development of a child's mind is a work that can only be performed by an accomplished teacher.

True science teaching consists in bringing the pupil's mind into direct contact with facts—in getting him to investigate, discover, and invent for himself.

Untrained teachers are little aware of how much of the dullness, stupidity, and distaste for learning which they complain of in their pupils, is of their own creation.

Even the youngest child is sensible of the charm of doing things himself, of finding out things for himself; and it is of cardinal importance in elementary instruction to lay the grounds for the association of pleasure with mental activity.

"Any teacher" cannot even teach reading so as to make it a mental exercise, and, consequently, a part of real education—in other words, so as to make all that he does, and all he gets his pupil to do, minister to the consciousness of growth and power in the child's mind.

The teacher who knows nothing of Nature's method and fails therefore to appreciate its spirit, devises at hap-hazard a method of his own, which too generally has nothing in common with it, and succeeds in effectually quenching the child's own active energies; in making him a passive recipient of knowledge which he has had no share in gaining; and in finally converting him into a mere intellectual machine.

Play, spontaneous play, is the education of little children; but it is not the whole of their education. Their life is not to be made up of play. Play is a random, desultory education. It lays the essential basis, but it does not raise the superstructure. It requires to be organized for this purpose, but so organized that the superstructure shall be strictly related and conformed to the original lines of the foundation.

A teacher is one who, having carefully studied the nature of the mind and learned by reading and practice some of the means by which that nature may be influenced, applies the resources of his art to the child-nature before him. Knowing that in this nature there are forces, moral and intellectual, on the development of which the child's well-being depends, he draws them forth by repeated acts, exercises them in order to strengthen them into faculty, and continually aims at making all that he does, all that he gets his pupil to do, minister to the consciousness of growth and power in the child's mind.

Pestalozzi endeavored to awaken the moral sense, not by preaching to them, but by calling the moral powers into action. He appealed to what was divine in their hearts, implanted there by the Supreme Creator, and having brought it out into consciousness, called on them to exhibit it in action. After telling them of the desolation of some family in the neighborhood, he would ask them whether they were willing to sacrifice a portion of their own food to feed the starving children of that family. Instead of feeding their imagination with pictures of virtue beyond and above their sphere, he called on them to exercise those within their reach.

It has been argued that a man's "choosing to fancy that he has the ability to teach, is an efficient warrant for his doing so," leaving, it is added, "the public to judge whether or not he is fit for his profession." We do not allow a man who "chooses to fancy that he has the ability" to practice surgery to operate on our limbs at his pleasure, and only after a score of disastrous experiments, decide whether he is fit to follow the profession of a surgeon. Nor do we allow a man "who chooses to fancy that he has the ability" to take command of a man-of-war, to undertake such a charge in the mere assurance that we may safely trust to his "inward impulse." And if we require the strictest guarantees of competency where our lives and property are risked, shall we be less anxious to secure them when the mental and moral lives of our children are endangered.

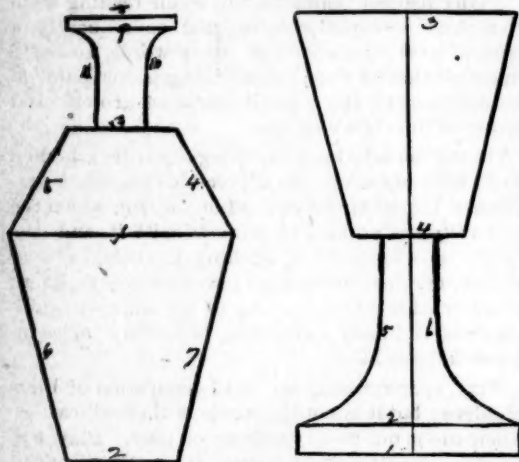
THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

DRAWING LESSON.—IV.

The cut which should have gone with the first part of Drawing Lesson, No. III., was left out by mistake. It is put at the left of the one for No. IV.

Draw the following figure, enlarged, and place before the class. Have also a goblet as nearly this shape as possible. Ask what this figure represents. "What name is given to the upper part of the goblet? What to the lower? What do you notice as to the dimensions of these parts? Is this true of the goblet? (Show the goblet.) Compare the top of the bowl with the length of the goblet; the bottom of the bowl; the bottom of the standard;



the top of the standard. Compare the length of the line 4 to the distance from its extremities to the curved lines. Which part of the curved lines bends most?

"If you draw the vertical line four inches long on your slates, how long must the line 1 be? 2? 4? 3? Into what will you divide the line 4 so as to show where to begin the curves?"

Dictate the drawing of the figure, stopping between each direction to test—the first time it is drawn. Then erase, and draw without stopping to test. Erase, and draw the goblet inverted; then horizontal; then inclined. At one exercise let the pupils draw the goblet from memory; also draw some of a different style of standard. The bowl may be ornamented according to individual tastes.

For the SCHOOL JOURNAL.

A TALK WITH GIRLS ABOUT DRESS.

A few years ago it was fashionable for ladies to be invalids, to have very small waists and little feet, and be rather useless creatures generally. But the world grows wiser as it grows older. Now we pity the pale, languid invalid, and admire the healthy, animated woman. We want our women to have well-developed minds and bodies. Our motto to day is "A sound mind in a healthy body." But to have healthy bodies we must take proper care of them. Dress, both as to kind and arrangement, has much to do with health. Woolen or knit goods are much better than muslin for underwear, because cloth that is close and firm does not allow the watery vapor that our bodies are constantly giving off to escape; it absorbs this, and keeps it in contact with the body; the pores of the skin become charged again with the waste matter they have endeavored to throw off, and convey it to the blood, and the blood becomes impure. The same underwear should not be worn through the night that is worn through the day; it has become saturated with waste matter and should be well aired.

Again, as to the fit of our garments. If we draw the sleeve tight about the arm and then try to bend it or grasp something we find it difficult; the arm feels uncomfortable; there is no room for the muscles to move. If a tight bandage should be kept about the arm of a little child, the arm would not grow, because it could not be exercised, and exer-

cise is necessary to growth. When tight clothing is worn on any part of the body, it prevents exercise and thus retards growth. The rest of the body outgrows that part, and the whole body is disfigured and deformed because it is out of proportion. We think the Chinese custom of pinching the feet is horrible. It is just as horrible, just as bad taste to pinch any other part of the body. Our feelings are our best guides in this matter. When our clothes feel uncomfortable, they are interfering with the play of the muscles somewhere, and should be remedied.

A change is taking place also in matters of taste in dress. It is now considered bad taste to wear anything that will attract attention. Bright colors and striking patterns catch the eye, and to wear them is to invite people to look at you. Good dress is like good manners, quiet and unobtrusive. To sum up then: Wear woolen or knit clothing, especially underclothing; have it fit comfortably, allowing perfectly free action in every part of the body. Dress in good taste, in colors that harmonize but do not strike the eye; in material suitable to the occasion. When obliged to associate with people who cannot afford to wear costly clothing, it is an act of courtesy to wear plain clothes, that they may not be made uncomfortable. Hundreds of poor people are kept away from church by the costly clothing of the rich. You can show kindness as well as good sense by your dress.

For the SCHOOL JOURNAL.

LESSONS IN NATURE.—NO. II.

Object to teach characteristic of the Rose family. Distribute as many of the following flowers as can be obtained. All are in bloom in June. Wild-roses, wild-cherry, barren strawberry, (these will be found in meadows; the leaves and vine resembles those of the strawberry) cinquefoil, wild-raspberry, mountain ash and asparagus, buttercups, cranesbill, larkspur and Solomon's seal. Have each named. "Compare the rose and the asparagus blossom and state what difference you notice." If they fail to notice that the rose petals are separate and the asparagus united, have them compare the asparagus with the other flowers until they observe this. Then have them state that the petals of the rose are separate. "Compare the rose with the larkspur." If the irregular petals of the larkspur are not noticed compare it with the others. "What other blossoms have you with regular petals? Compare the rose and the cranesbill. Which of the others have their sepals separate? Which are united? Compare the rose with the Solomon's seal. Which of the others have five sepals and five petals? Which have many stamens. State now the peculiarities of the rose, as to parts of corolla, (separate) parts of calyx, (somewhat united), shape of petals, (regular) number of sepals and petals, (five) number of stamens (10 or more). You may place in one bunch the flowers that differ from the rose in some of these respects and in another those that resemble it in all of these respects. These that resemble it have one family name; it is that of the most beautiful members of the family. What do you think it is? You may write a description of the rose family, and name the flowers you find that belong to it. To-morrow bring all the flowers you find that you think belong to the rose family."

When other specimens are brought in, if any, further distinction is necessary in order to avoid mistakes, in classifying, the teacher may develop them in a similar manner. Question in the next lesson as to where these specimens were found, whether wild or cultivated, and why cultivated. If the blossoms of the fruit trees were examined earlier in the season, recall their characteristics and include them in the list. Call attention to the usefulness and extent of this family. Encourage the children to make collections. Get paper boxes, divide into sections, with strips of pasteboard. Paste the name of each family, as it is studied, over a section, and place in it pressed specimens. These may be prepared by simply gumming or stitching the specimen to a piece of paper and pressing it until dry. Let the name of the specimen and that of the family be written on each paper. With young pupils it would be better not to attempt to classify farther than the families at first.

For the SCHOOL JOURNAL.

EXAMINATION QUESTIONS.

(FOR ADVANCED GRADES.)

GEOGRAPHY.

NORTH AMERICA.—(1) Between what parallels of latitude does N. A. lie? (Approximately.)

(2) Name the five largest bodies of water that indent the coast.

(3) Name five prominent peninsulas, six islands (including groups), and seven capes.

(4) Name two mountain systems, one mountain peak, and locate their watersheds.

(5) Name the three largest river basins.

(6) Name four rivers important in navigation. One in fisheries. Two in manufacture.

(7) Locate the gold, silver, iron, lead, copper, coal and oil regions.

(8) Locate the wheat, cotton, sugar, lumber, fruit, rice and fur regions.

(9) Name six commercial centers.

(10) Name a city connected in history with each of the following periods: the period of settlement, Continental growth, Revolutionary War, War of 1812, the Civil War.

(11) Name the political divisions, and give the form of government in each.

SOUTH AMERICA.—(12) In what zone does S. A. lie?

(13) Name four principal projections.

(14) Locate the most elevated regions.

(15) Locate the hot, temperate, and cold regions; barren and fertile regions; healthful and unhealthy regions.

(16) Name three river basins. Describe the vegetation of each.

(17) Compare animal life in S. A. with that in N. A. Name some common animals of S. A. Some common birds. Reptiles. Insects.

(18) Name some valuable trees. Fruits. Minerals.

(19) Name seven important cities; the chief imports and exports of each.

(20) Name the countries of S. A. Give the form of government of each.

(21) What languages are chiefly spoken?

(22) Which countries are the most, and which the least advanced in civilization?

(23) What country corresponds to the U. S. in climate? How many seasons has it? What months compose each season?

(24) What great work of art is being carried on in S. A. at the present time? What is its purpose?

ARITHMETIC.

(1) From \$17.45 take \$2½.

(2) A jeweler having 2,345½ grains of gold, lost 286½ grains, how many grains were left?

(3) Multiply 5,876½ by 287½ without reducing to improper fractions.

(4) Divide 268 by ½.

(5) Divide ½ by 82.

(6) A man owning ¾ of a factory, sold ½ of his share for \$1,162. What was the factory worth?

(7) Make a bill of the following goods bought by John Smith of Samuel Jones & Co., Pittsburg, Pa.: Nov. 3, 1883, 15 tons coal at \$6½ per ton; 20 tons coal at \$8½ per ton; 12½ cords wood at \$5 per cord.

(8) What will it cost to lay the walls of a cellar 15x20, 9 ft. high and 1½ ft. thick, at 40 cts. per cubic yard?

(9) What will it cost to carpet a room 10x18 with carpeting ¾ yds. wide at \$1.25 per yard.

(10) Bought cloth for 69 cts. per yard. What must I receive per yard in order to make 25 per cent. on the cost?

(11) What is the interest on \$75 for 6 months at legal interest?

(12) What is present worth of a note for \$1,000 for 1 yr. discounted at 5 per cent.?

(13) How many grams in 5,685 kilograms?

(14) If a train runs 288 kilometers in 9 hours, how many meters does it run in one hour?

LANGUAGE.

(For 3d Reader Grade.)

(Fill the blanks with appropriate words.)

Where ——— John and Frank?

The — wash the dishes.
 Frank has — apple — box and — egg.
 — pencils are better than —.
 He — his work well.
 The wind has — to-day.
 A thief has — my horse.
 You have — those words correctly.
 The boys have — to the city.
 Have you — after the white horse?
 John told his dog to — down.
 — the book on the desk and let it — there.
 The hen — on the eggs.
 The price of wheat has —.
 The kite — above the trees.
 You have — me a lesson.
 The rose smells —.
 I feel — to day; I am not well.
 A freight-train moves —.
 Your pencil is the — of the two.
 Which is the — of the three strings?
 This is the man — I told you.
 This is the boy — owns the dog.
 This chair is between — and —.
 This is our book. Father gave it to — and —.
 No one should neglect — work.
 Neither Alice — John — going.
 I think I — find him at home.
 He — never see her again.
 Write a letter to a friend, inviting the friend to visit you.

GRAMMAR.

If ever you saw a crow with a king-bird after him you have an image of a dull speaker and a lively listener.

- (1) What kind of a sentence? Name subject of principal part, predicate, object, modifiers of either. Parse italicised words.
 - (2) Construct a sentence containing a noun in the nominative case. In the possessive. In the objective. (Underline the required words.)
 - (3) Write a sentence containing a personal pronoun in second person singular. First person plural possessive case.
 - (4) Write a sentence containing an adjective in the predicate.
 - (5) Write a sentence containing the verb *write* in the passive voice, perfect tense.
 - (6) Write a sentence containing the verb *to lay* in the past tense. The verb *to lie* in the perfect tense.
 - (7) Write a sentence containing a modifier and some form of the verb, *appear*.
 - (8) Write a sentence making a comparison between two wise men.
 - (9) Write a sentence containing the word *every-one*.
 - (10) Write a sentence containing a participle.
 - (11) Write a sentence containing the plural of spoonful.
 - (12) Write a sentence containing an interjection. The conjunction *when*.
 - (13) Write a sentence containing four nouns subject to one verb.
 - (14) Write a sentence containing the names of two days of the week and the pronoun in first person singular.
 - (15) Write a business letter to D. Appleton & Co., ordering a copy of "the American Cyclopaedia."
- UNITED STATES HISTORY.
- (1) Why did Columbus seek a western passage to Asia?
 - (2) Give a short description of the American Indian, mentioning race characteristics, customs and manners, religion, etc.
 - (3) Name European countries that claimed portions of the new world, locating these portions, and stating the grounds of each ones claim.
 - (4) Give some incidents connected with the discovery of the Mississippi river. With the settlement at Jamestown.
 - (5) Give causes which lead to settlement at Plymouth, and incidents.
 - (6) Give an account of the events upon which the poem "Evangeline" is founded.
 - (7) Compare the New England colonies with the Virginian in regard to government, religion object and character of the people.

- (8) With what is the name of Penn. associated? Oglethorpe? Roger Williams?
- (9) Give account of Indian Massacres.
- (10) Give facts concerning the introduction of slavery.
- (11) Mention some colonial wars, prior to the Revolutionary war.
- (12) State principal causes of the Revolutionary war. Mention a few decisive battles. Name some prominent officers on both sides. Give incidents. State results.
- (13) When and where did the first Congress meet?
- (14) In whose administration occurred the War of 1812. State cause and effect.
- (15) For what are the following men noted. Eli Whitney, Robert Fulton, S. F. B. Morse, Peter Cooper, Cyrus W. Field.
- (16) What led to the Mexican War? What was the result. What important event occurred soon afterward in territory acquired by this conquest?
- (17) State causes of the Civil war. Where and by what state was the fighting begun. Where was the war carried on. Mention decisive battles. Prominent officers. Closing events and result.
- (18) What is meant by "reconstruction."
- (19) What national events took place in the second term of Grant's administration
- (20) State the principal difference of opinion between the two political parties of to-day.

For the SCHOOL JOURNAL.

THE TARIFF.

FOR TOPICAL EXERCISE.

Previous to the war of 1812, Americans did very little manufacturing; they bought their clothing and machinery of the English and French. During that war these things could not be obtained and the Americans began to manufacture their own goods. After the war trading vessels came to our ports again with goods much cheaper and better than those we had been making, and those who had invested their money in manufacturing began to lose it. Besides this money was needed by the government to pay the great war debt; to raise this, a law was passed by Congress that all manufactured goods brought into our ports should have a tax or duty laid on them. This money would go to the national treasury and be used to pay off the debt. It had another effect; these goods were sold at a higher price. For example if ribbons were taxed 25 per cent. a ribbon, that one was sold for \$1.00 a yard now sold for \$1.25. So that the American manufacturer, could get more for his goods. It protected the American manufacturers and hence came to be called the "protective system."

This measure was received with favor by the manufacturers at the north and their employees, but it was strongly opposed by the people at the south, who did not care to engage in manufacturing and desired to buy their clothing and utensils as cheaply as possible. Thus there has always been two parties, free-traders and protectionists. The Federalists were protectionists and they gained the day, the measure became a law, and a long list of goods on which duties would be demanded was made out. These duties are called the *tariff*. At first it included only manufactured goods but in time most other goods, as rice, wood, etc., were taxed so as to protect those engaged in raising those things at home, in America.

It specifies the goods upon which duty is to be collected and the rate of each.

In 1832 the duties were raised. This was fiercely opposed by the Southern States, some of whom threatened to withdraw from the Union. It was then that our great orators, Webster and Calhoun, delivered such thrilling speeches, the one in support of the Union, the other of state rights. This difference never was settled, and offended the south and was one of the causes that led to the late war. It is now found that money is accumulating in the treasury faster than is needed. So a reduction has been made in the tariff. On some articles the duty was entirely taken off—as on coffee and tea, on others it was reduced. The

Democrats, or many of them, wish it taken off entirely or lessened, the Republicans, or many of them, think it is still necessary to protect our home industry from the condition of foreign countries, where labor is so much cheaper than here. This question has occupied much of the attention of Congress this winter.

Mr. Morrison spent much time in preparing a bill which would greatly reduce the tariff, but when it came before the House it was rejected by a majority of five. The question will now go before the people, and if the country is for a tariff then men of that belief will be elected next fall for Congress.

For the SCHOOL JOURNAL.

LESSONS IN WORDS.

(For 14th Natural Grade—that is, pupils about 14 years old.)

These words occurred in "Goldsmith's Travels"—the first 100 lines; they were written on the blackboard for the pupils to study, and on the following day were discussed.

Unfriendly, meaning friendless; friend, now used as a noun, was once used as a verb. Spencer says, "Fortune *friends* the bold." A relic of this is found in *befriend*.

Melancholy, meaning gloomy, dejected; it is derived from two Greek words, meaning *black bile*. The word was applied to a kind of moody madness, which was supposed to be caused by an excess of *black bile* in the blood.

Boor, meaning rude, unmannerly. It is from the Dutch, *boer*, which means a cultivator of the soil. Now, as the workers on the soil were once quite degraded, the term was used to describe character; it now has no connection with land-workers. This method of giving a derived or tropical meaning to words is very common.

Campania. This means the Campagna of Rome. It is the great plain in the vicinity of Rome, and is sixty miles long and thirty wide. It is a low prairie, with swamps, and the *malaria*, or bad air, abounds; the inhabitants suffer from agues and the attendant diseases. The term *malaria*, now so common with us, is used in imitation of its use here.

Repair ("where want and pain repair,") means resort to. There are two words; the other means to mend. The former comes from the Latin, *re-patriare*, to return to one's country; the later, from the Latin *re-parare*, to propose again. The French got both of these from the Latin, and used them; and we got them from the French. The French, Spanish, and Italian languages are formed from the Latin, or Roman language.

Simple ("simple plenty") means not luxurious, plain. This is from the Latin *simplex*, which means once folded,—applied to the way of wearing a garment. It was applied to describe food, etc.

Ruddy means rosy, some redness. This is from an old English word, *rud*, meaning redness. The robin was called by the old poets *ruddock*, meaning a little red one (hillock, little hill); in Rutland, the term used meaning *red land*.

Pomp ("pomp of kings") means display, grandeur. It is from a Greek word, *pompa*, and meant an escort or procession, a company of men, soldiers, or attendants sent with a person; hence the idea of display, magnificence, etc.

Dress ("dress the flowery vale,") means to prepare land for crops; it is from the Latin word *dirigo*, to make straight. It is used in the sense the poet uses it in the Bible. Adam was put in the Garden of Eden to *dress* it.

Miser means one who hoards money, etc. It is from the Latin, *miser*, meaning wretched—that is, one who hoarded up was said to be wretched; miser simply meant a wretched person; it has lost that meaning; it now means a covetous man. The original meaning is kept in misery and miserable. Spencer says, "Slay your steed for humble *miser's* sake." Here the original meaning is kept.

Peasant means a countryman. The French had a word, *pays* the country, and *paysan* one who hires in the country. They got this from the Latin *pagus*, a village, and *pagan*, a villager; but *villa* meant the country. Remember the French is a modified Latin language.

For the SCHOOL JOURNAL.

PLANT LESSONS—NO. IX.

BY ANNA JOHNSON.

STEMS.

(Continued.)

POSITIONS.—Have specimens or drawings of the following plants: trees, corn, sugar-cane, willow, fuchsia, strawberry, verbenia, wandering Jew, morning glory, bean, grape vine, pea, ivy, trumpet creeper, and rose-bush.

Ask in what position a horse's ears are when he hears a sudden noise. Let some one find stems in that position. Let them name some erect stems of which they know, that are not before them. What do we say the stems of trees do from the main stem? Do all the erect stems have branching stems? Name those which do. Name those which do not.

Present two flowers, one that is fresh, with an erect stem, another that is withered and cannot hold itself erect. Ask them to notice the difference. Can any one tell in what position we would say the withered flower was? Ask some one to find a drooping stem; refer to the weeping willow.

What does the baby do before it begins to walk? Can some one find a stem that creeps along the ground? If we wanted to make more plants from these, what could we do?

When ladies wear their dresses very long, so that they drag on the ground, what are they called? Can some one find a trailing stem?

How do the morning glory and bean get up the string or stick? If they do not get the right term, let them describe it in their own language, and then give the term twining. Let them notice whether the stems go from right to left or from left to right. Ask them to notice all the twining stems they find anywhere, and see what directions they take. Some plants always go one way, and some another.

If a boy wants cherries off a tree, how does he get them? Find some stems that climb. Notice how the pea and grape vine do their climbing. How do boys cling on the trees? what do they use? What are the hands and feet these vines use? If they do not know what to call the fine appendages, give the term tendrils. Look at the ivy and trumpet vine, and see if they climb the same way. In our former lesson what did we find the ivy had on its stem? Then in what two ways do plants climb? Which climb by means of tendrils? which by means of roots?

What direction does the rose bush take? When we or any things go up, what do we say they do? Stems that are not erect, but still grow up, are said to be ascending.

Name all the positions of stems which we have learned, and give examples of each.

For the SCHOOL JOURNAL.

LESSON IN ASTRONOMY.

THE PLANETS IN JUNE.

MERCURY is morning star all the month; that is, he rises before the sun. On the 12th he is visible with the naked eye at about half-past three in the morning, about six degrees south of the sun, and four times that distance to the west.

VENUS attains her period of greatest brilliancy on the 3d; she then sets at about half-past ten o'clock; on the 30th she sets at about half-past eight.

MARS is traveling eastward and growing dimmer. On the 1st he sets soon after midnight; on the 30th about eleven o'clock in the evening.

JUPITER is evening star, rivaling Venus in brilliancy, but to the east of her; the distance between them will constantly increase as Venus approaches her inferior conjunction. On June 1st, Jupiter sets a few minutes before eleven o'clock; on the 30th at a quarter after nine.

SATURN, after the 3d, becomes morning star; on the 30th he rises at three o'clock in the morning.

URANUS is evening star, but invisible to the naked eye.

NEPTUNE is morning star; rises on the 1st about half-past three o'clock in the morning, on the 30th at a quarter before two o'clock; it is also invisible to the naked eye.

FOR THE SCHOLARS.

INDOLENT JOE.

FOR RECITATION.

Hair all a-tangle
His hat to one side,
His coat-tail in shreds,
His shoe-strings untied;
Idle and worthless,
With nothing to do;
No wonder folks say,
"That's indolent Joe!"
Too lazy to work,
Too lazy to play,
He lolls in the sun
The most of the day;
Yawning and moping.
And dreadfully slow,—
This, a word picture
Of indolent Joe.

For the SCHOOL JOURNAL.

THE DRAGON.

FOR DECLAMATION.

In olden times when a flood or an earthquake, or any other great disaster came destroying human life and property, it was thought to be the work of a great dragon. Many stories are told about heroes who went out and killed these dragons, and thus saved the lives of their countrymen; in fact, great books have been written about such men. Now, there is a dragon in the world today that is destroying thousands of human lives and millions of dollars worth of property every year. He seizes bright, handsome boys and changes them into the sallow, shrunken loafers that lounge about the streets and saloons with their mouths full of tobacco juice and vile oaths. He changes the prosperous young man into the ragged, filthy drunkard, the kind husband and father into the brute who beats his wife and children to death. He takes away from men their hard-earned money, and leaves their wives and children to starve. He causes them to commit all manner of crimes. There is no end to the terrible deeds of this Dragon. All over the world people are praying to be delivered from him. The man who could succeed in killing him would receive the gratitude of the whole world. Quite an army of people have enlisted to fight this Dragon, but have not got the best of him yet; there is not enough of them to kill him yet. Who will enlist to fight this Dragon? It is the Dragon of Strong Drink. I will for one.

GOLDEN THOUGHTS.

[These can be used by the live teacher after morning exercises, or they can be written out and distributed among the class, or one may be written on the black-board each day.]

NOT one false man but does unaccountable mischief. —CARLYLE.

UNLESS you wish to reap the same kind of a harvest, do not sow wild oats.

ONCE loosen the latch-strings of honor, the door to crime and folly swings easily.

THERE is no courage but in innocence, no constancy but in an honest cause. —SOUTHERN.

HE who commits injustice is ever made more wretched than he who suffers it. —PLATO.

IT is by what we ourselves have done, and not what others have done for us, that we shall be remembered. —FRANCIS WAYLAND.

HE who is false to present duty breaks a thread in the loom, and will see the defect when the weaving of a lifetime is unrolled.

THERE scarce can be named one quality that is amiable in a woman which is not becoming in a man, not excepting even modesty and gentleness of nature. —SHAKESPEARE.

WHEN a man dies people will say what property has he left behind him; but the angels who examine him in the grave will ask: "What good deeds hast thou sent before thee?" —MAHOMET.

WHAT CONGRESS IS DOING.

The Senate considered the Utah bill, the Mexican Pensions bill, amended the appropriation to sufferers by Mississippi floods by reducing it to \$40,000, and passed it; passed the District of Columbia Appropriation bill.

The House decided the Wallace vs. McKinley contested election case in favor of Wallace; passed a resolution appropriating \$100,000 more to the sufferers by the Mis-

issippi floods; passed bills granting right of way through Indian Territory to the Gulf, Colorado and Santa Fé, to the Southern Kansas Railroad Co.

NEWS OF THE WEEK.

May 27.—The House of Lords adjourned to June 9th, and the Commons to June 5th.—Delegates of the Republican National Convention began to arrive at Chicago.

May 28.—Much damage has been done by floods in Spain.—Over a hundred lawyers graduated from the Columbia Law School.

May 29.—The Nile has begun to rise.—A severe frost visited many parts of the country, doing much damage to crops.

May 30.—Dynamite explosions took place in Scotland Yard, London, and in the Junior Carlton Club House.—A cotton warehouse in Baltimore collapsed, killing six men and injuring many.—Decoration Day was extensively observed.

May 31.—Thirteen persons were injured by the explosions in London.—France has resumed operations against Madagascar.—The president and cashier of the Penn Bank, in Pittsburg, were arrested for fraud.

June 1.—Irish Nationalists are holding excited meetings.—Eleven cowboys were drowned at Freeman's Creek, Col., in a flood caused by a cloud burst.—Temperance meetings were held at Chickering Hall and Dr. Newman's church.

June 2.—English and French newspapers condemn the United States for allowing dynamiteurs to plan outrages. Five Mexican States are in rebellion.—The Republican Convention met and organized at Chicago.

INTERESTING FACTS.

LUMINOUS paint has been applied with good results to the harness of horses driven at night.

ERGOTININ is the most expensive drug now in the market, and costs nearly \$1,500 per pound.

THE value of the unconsumed coal which makes the London fog and smoke is placed at \$25,000,000 annually.

THE gold production of the world, which in 1857 was \$145,000,000, has been diminishing, till last year it was \$103,000,000.

THE high license law in Illinois has reduced the number of dram-shops from 13,000 to 8,000, and increased the revenue \$3,000,000.

IT is proposed to build an asphalt road from London to Brighton, about fifty miles, at a cost of \$1,250,000, for the use of bicyclists.

DR. J. C. PETERS, author of a theory that scarlet fever originates among horses, strengthens his opinion by many facts and arguments.

ABOUT 100 weasels and stoats have been sent from England to New Zealand to destroy the rabbits, which are overrunning the colony.

THIS country makes a fifth of the iron and a fourth of the steel in the world, and furnishes half of the gold and silver of the world's supply.

THE crew of the "Wm. H. Lincoln" recently signed a "round robin," protesting against the cruelty of the captain, and sent it to New York. The captain has been arrested.

A CONVALESCENT hospital, with beds for fourteen patients, has been opened at Milford, England, as a memorial of Sister Dora, whose life work of Christian ministries is held in precious reverence.

IT is discovered that prussic acid is an antidote to strychnine, but it will have to be administered with great care, for the dose required would itself be fatal but for the presence of the strychnine.

IN condensing the vapors of a bread oven there was found in the resulting liquid 1.6 per cent. by volume of alcohol and 0.06 by weight of acetic acid, and small quantities of ferric acetate and of ammonia.

BREAD is made on the Devonshire coast of England from a sea-grass, *porphyra laciniata*, which is chopped and mixed with a little oatmeal. It will keep from four to eight days, and the people who use it are fond of it.

THE Crump Label Company at Montclair, N. J., which employs between 300 and 400 hands, has concluded to show its regard for the temperance cause by refusing to print labels for liquor, wine, beer or cider. The decision, it is said, will cost the company about \$20,000 a year.

The letters of Guizot to his family and friends were published a fortnight ago in Paris. In one of them he says of Queen Victoria that he "respects her as much as any Englishman does," and he knows that she is "not only a pattern wife and mother, but a model to constitutional sovereigns."

THE "David Williamson," a new mission steamer, built by subscriptions of the children of the United Presbyterian Church, for the use of the missionaries of Old Calabar, West Africa, has been launched at Dumbarton, Scotland. This increases the number of the mission fleet to eleven.

EDUCATIONAL NOTES.

ELSEWHERE.

The latest catalogue published by Vassar, shows that fifteen of her alumnae are practicing physicians.

NEBRASKA.—The Douglas County Teachers' Institute is to be held at Omaha, Neb., 11th to 23d of August, 1884.

OTSEGO COUNTY, N. Y.—The Summer Meeting of the Teachers' Association will be held at Schuyler's Lake, Friday evening, and Saturday, June 6th and 7th, 1884.

The Board of Overseers of Harvard University recently voted to concur in the vote to abolish the professorship of ancient, patristic, and modern Greek, established in 1860.

LOUISIANA.—The Hon. John Eaton has been appointed Director of the Department of Education at the Centennial Exhibition. With 280,000 children, Louisiana has school accommodation for but 75,000.

MISSOURI.—Graduating exercises were held at the Springfield High School May 23d. An alumni reception was given in the evening. The State Teachers' Association is to be held at Sweet Springs, June 24th to 26th.

IOWA.—President Jerome Allen of St. Cloud, Minnesota State Normal School, has been invited to deliver an address, June 9th, at the twenty-fifth anniversary of Lenox College, Hopkinton, Iowa, of which he was for eight years the first president.

OHIO.—The Music Teachers' National Association will hold its eighth annual meeting at Cleveland, the first week in July. An attempt will be made to form a National College of Teachers, which shall be authorized to examine teachers and grant diplomas.

DAKOTA.—Ransom County Teachers' Association is to be held at Lisbon, June 10th to 13th, 1884. County Superintendent Clara O. Pindall will present to the teachers methods of teaching primary arithmetic, reading and penmanship. Teachers' work and methods of teaching will be discussed by the teachers present.

NORTH CAROLINA.—The session of the University Normal will be held at Chapel Hill, from June 17th to July 17th, 1884. The Board have secured the services of several distinguished instructors, one of whom is Prof. E. V. DeGraff, of New York, and the coming session gives promise of being one of unusual interest and practical benefit to those who may attend.

NEW JERSEY.—The Union County Teachers' Association held its regular fortieth meeting at Elizabeth, May 16th. There was a very large attendance, and an unusual interest displayed. The program consisted of a "Class Exercise in Reading," by Miss L. E. Beaun, of Elizabeth; a talk on "Number," by Mr. William M. Griffen, of Newark; and an address on "Illiteracy and National Aid to Education," by State Superintendent E. A. Apgar. Much good is being accomplished by means of the association. The teachers of this county are up with the times. Supt. Pease, with the assistance of principals of graded and ungraded schools, has prepared a course of study specifying the work for each year in each grade. This, together with hints by the superintendent as to the best methods of instruction, is now in the hands of teachers. By following it, every school accomplishes the same work in the same time. The results promise to be gratifying. D. B. C.

NORMAL PARK.—Saturday, May 24th, was observed as Tree-planting Day. The forenoon was given up to games, such as a base-ball match, running races, and archery. At 3 P. M., all interested met in the chapel and listened to singing, an address, and reading, after which the various classes formed on the grounds, and, led by a band of music, marched among the trees, saluting the trees of former classes as they passed. At the end of the march the pupils formed in circles around the tree to be planted and sang. An address followed, by Mr. McGinnis, of the Class of 1883. After this the band played, and all were invited to dance, or "calisthenic," as Col. Parker called it, around the tree. Games occupied the remainder of the afternoon.

The exhibits of work done by pupils were especially large and praiseworthy. This consisted of drawings, pen-work, paintings, models, and botanical specimens. The Class of '83 gave a reception to all the members of the "A" class, in return for their hospitality when hosts, and to numerous other invited guests. Of all the boys and girls, no boy seemed to enjoy himself more thoroughly than Col. Parker himself. An old gentleman remarked, as the Colonel lifted a little girl in his arms, "Well that man seems to be happy if ever a man was happy." An English gentleman, visiting the school, remarked, "The more I see of this school, and the more I learn of its principles, the better I like it. Your students here are not afraid to work with their hands. They are not afraid to speak their thoughts in public; they are not puffed up with pride and conceit. I believe Col. Parker is on the right track. I wish our English schools were like it."

On the 23rd the members of the "A" class held a mock Republican nominating convention. It was quite realistic. As in the tree-planting exercises, the Faculty kept themselves in the background. The pupils made the plans in great part, and carried them out themselves—an illustration of the principle, "you learn to do by doing." S. W. F.

FOREIGN.

SPAIN.—Since the passing of the compulsory education law in 1857, the number of schools and scholars has more than doubled.

From the Bureau of Education we learn that there has been an increase of 824 students in the Realschulen and 69 in the Realgymnasium for the year 1883 over 1882.

LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:

1. Write on one side of the paper.
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.
4. Mathematical puzzles are not desirable.
5. Enclose stamp if an answer by mail is expected. Questions worth asking are worth putting in a letter; do not send them on postal cards.

COL. PARKER—"PRINCIPAL FROM EVANSTON"—OUR REPORTER—THE WORD "TIMES," &C.

The SCHOOL JOURNAL of May 17th contains a report of Col. Parker's Lesson on Arithmetic, given at the Teachers' Institute, held in Chicago, May 10th, which puts the Colonel in the attitude of a martyr to the truth, and the writer hereof in the category of his most stupid and impertinent persecutor. I say your reporter does this; for, from what the Colonel actually said and what was said in answer to his questions, I believed myself to be very nearly in accord with Col. Parker. The points upon which we differed, with one exception, are quite unimportant. The stupid answers attributed to me by your correspondent are quite incorrect. I will try to correct a few of the more palpable misstatements of your correspondent.

I did not venture to speak until Col. Parker had repeated with increasing emphasis, "I want to know what 'times' means." Dreading to see the innocent word unceremoniously kicked out without a word being said in its defense, I came to the rescue. I first suggested to the Colonel that we were children, and could not define well, but that I could show, as I would to children, what the word means as used in arithmetic. My illustration was not premeditated, nor is it, perhaps, the best illustration of the meaning of the word "times," as used in our arithmetics.

The fact that the word has other meanings does not necessarily destroy its usefulness in denoting the addition of a number to itself. It seems to me that Col. P. is seeking to deprive us of a very useful word, and one that has a firm place in the idiom of our language. "Four fours" is certainly not at all times a satisfactory substitute for "four times four." For example: how should we answer the following question without using the word *times*? What cost four books at four dollars apiece? I should say four times four dollars. Certainly not "four fours dollars."

Both expressions are useful, and both should be used, each in explanation of the other. Neither is incorrect, nor, as the Colonel says, "wrong." No confusion can possibly arise in the mind of a child properly instructed, unless, perchance, he be suddenly confronted by some such ingenious quibble as that propounded by the genial Colonel. Because, forsooth, he finds that when he takes the same three pieces of paper up *four times*, he still has but three pieces, he concludes that *four times three* is not twelve, but *three*!

Again, "Evanston" is represented as saying in answer to the question, "What is the multiplicand? and what the multiplier?" The multiplicand may be four blocks or three blocks, and the multiplier three or four. In one case we have three groups, and in the other four, and that is all there is of it. The words here quoted were never used by me nor by any other person from Evanston. I do not seek a discussion as to the meaning of the words there attributed to me, but I do not wish to be exhibited as capable of such pert and shallow self-satisfaction as is intended to be expressed by the closing words.

Again, the "Principal from Evanston" is reported as illustrating by an example, as follows: "I send a boy to the store, to buy books, with \$18, the books are worth \$3 apiece; he brings me six; I tell him to buy six books with \$18; and he pays \$3 for each book. In one case he says \$18 divided by three are 6; in the other, 18 divided by 6 are 3." Nothing could be further from what I believe and practice and actually said. On the contrary, I assumed that my boy knew nothing about division, and hence I could not make him use the terms of division without speaking utter nonsense. I said the boy would arrange his money in the first instance in groups of threes, in precisely the same manner as suggested by Col. Parker, but I insisted that the boy would conclude he could buy as many books as groups, and hence that the result obtained by division in this case is six, and not six threes.

The second part of the problem I did not enter into at all. I did not deem it necessary, because I agreed with Col. P. in the only other point, namely, that in the second case 18 is not, in the proper sense of the word, *divided by 6*, but that $\frac{1}{6}$ of 18 is found.

The difference in opinion between Col. P. and his fellow teachers upon this question is, I apprehend, solely due to a difference of opinion as to what division really is. The Colonel, as I understand him, would define division to be the separation of a number into equal parts. Most teachers define it as the finding how many times one number is contained in another. I confess this definition, though it has served for a long time, contains a logical difficulty when applied to a problem like the second part of the one last stated. In truth, the definition of division should have two parts, just as every problem in division may be made to have two aspects by making the quotient obtained by division the divisor. Division is, then, (1) the process of finding how many times one number will contain another of the same kind; (2) the process of finding one of the any number of equal parts into which a number may be divided or separated.

Division is the converse of multiplication, the dividend always corresponding to the product, the divisor to the multiplicand, when the divisor and dividend are of the same denomination, or kind of number; and, in

that event, the quotient corresponds to the multiplier. If the divisor and dividend are not of the same kind, then the divisor corresponds to the multiplier and the quotient to the multiplicand. The problem then falls under what Col. Parker would call partition.

If this proposition, namely, that division is the converse of multiplication, is true, then Col. P.'s argument that the result of dividing 12 by 3 gives four threes falls to the ground. That would be all very fine if the child never had anything but blocks to work with. But the time will come when he must do without them, and the sooner the child is sure of his processes without them the better. It is, I believe, a mistake to hold the child's attention to the blocks or other objects too closely or too long. After the first few lessons, the blocks should be treated as the symbols of things not present.

Your correspondent closes his letter by remarking that "all is not smooth sailing for Col. Parker in Chicago or any other place, for that matter." It seems to me that Col. Parker's sea is often made rough by his would-be friends who seek to magnify him by attributing to others opinions they never held, and charging them with practices in the schoolroom of which they were never guilty.

FROM "THE PRINCIPAL FROM EVANSTON,"
Evanston, Ill.

Please stop your paper. I do not read nor care to read that kind of journalism. Why don't you hire a staff of wide-awake writers? have correspondence foreign and local, and give the dusty, wrinkled and sapless pedagogues something that would be like the morning journals; especially, have articles on the salaries paid in large cities. Write on the teacher's dress, her manners, relations to society, duty to self, and the best investment for her pittance \$100 per year. Make it like the *Dramatic News* and you will have plenty of subscribers. Get Ga'l Hamilton to write, or Jane G. Swishelm, or Jenny June, and it will be readable. C.

Chicago.
[Especially an article on salaries] is good. C. should remember that teaching is an art, and that a good paper for teacher's interests in that art; that pay increases in proportion to a knowledge of the art. There are, in all cities, a lot of women teachers who have got situations by political influence, and whose daily prayer is, "O Board of Education, increase my salary; not that I know any more of teaching than I did, but because I could buy better clothes, etc." When the time ever comes, and we earnestly pray the Lord that it soon may, that men or women who understand education are made superintendents and given the power to discharge, for incompetency, there will be a retirement of a vast number of those who are in for salaries, and salaries alone. The time will come when *children* should have consideration—a subject which C. does not allude to. Pay your dues C., and read the *Dramatic News*.—Ed.]

I noted the answer to question pertaining to sound of *ou* in "slough." You say "*ou* is the same as *oo* in 'boot'." You have overlooked the verb "slough," I think. We say a snake "sloughs" off its skin, and pronounce it *sluff*.

[Several observant teachers have written us on this point. The reply only had in mind a place of mud or mire. We give what a valued correspondent (J. D.) says: These are two words of different origin and totally different signification, but exactly the same orthography. "Slough," to fall off, as dead flesh from a wound, or the skin of a snake in the spring of the year, is pronounced *sluf* (short u). *Ou*, in "slough," a place of deep mud or mire, has the sound of *ou* in "hour," "sour," *ou* in "now," and *ou* in "plough." So say Webster, Worcester, Walker, Sheridan, Johnson, Bailey, Jones, Perry and Knight. In some localities, among the uneducated, the word is pronounced different from this; but provincialisms are not good authority. J. D. is correct, and he is cordially thanked for pointing out our inaccuracy.—Ed.]

What studies are included in the Chautauqua Course? Would you advise teachers to take it up?

[There are several courses; one for Sunday School scholars, one for Sunday School teachers, one for ministers, and one for the general public who wish to keep informed upon current literary and scientific matters. This is called the Chautauqua Literary and Scientific Circle. There are also several short courses for study during the year. Circulars containing full information upon all these courses, with title and prices of necessary books, may be had by addressing Dr. J. H. Vincent, Plainfield, N. J. The C. L. S. C. course covers a period of four years, and requires only 40 minutes a day. If a teacher can spare that amount of time from his professional work and study, it might be well to take up the course. A teacher should keep up with the current thought of the times in some way. Let him find the way in which this may best be done, with the least outlay of time and money.—Ed.]

The people in the rural districts of Texas contend yet for the old methods of teaching. They want the old "blue backed" spelling book, and want their children to master that before they attempt the First Reader or anything else. This is a rule with few exceptions.

Eddy, Texas. W. H. CLIFTON.
[We have objectionable school laws, but our legislators are not in fault altogether. They cannot make a law in advance of public sentiment. The teachers must enlighten the people.—Ed.]

1. I have heard of a preparation which would preserve birds, etc., for natural history specimens, by simply removing the viscera and using the preparation. Please give me the receipt for the preparation and the

manner of using it. 3. Where, and at what price, can I obtain a book, giving a comprehensive history of the world down to a recent date; also a book on surveying for studying without a teacher.

[1. Address "Natural History Department," Geological Hall, Albany, N. Y. 2. Weber's is a good history—it depends on the size of the work. Address the publishers, D. Appleton; A. S. Barnes & Co.; Ivison, Blake-man, Taylor & Co., of New York.—Ed.]

1. What can be done to cause our teachers to attend the Institute? 2. Is it correct to say *teach* or *learn* your pupils? 3. "He made me jump the rope"—how parse "me"? 4. Should the Infinite mood be considered as imperative—always having a subject expressed or understood?

[1. Let the county officials make the Institute a school where the teachers will meet to study education, and they will come. 2. The teacher *teaches* his pupils. 3. Me, objective case—object of made. Badly mixed here.—Ed.]

1. To which of the three great kingdoms do air and water belong? 2. If a man starts from New York to travel around the earth, going east, how far will he travel in an easterly direction, and *when* will he commence to travel toward the west?

[1. The "three kingdoms," as they are popularly used, do not include all things; air, water, heat, fire, electricity, etc., won't fit any one of them. 2. After he has passed 180° he will be to the west of New York, but he will continue to travel eastward.—Ed.]

Do you think I could get enough instruction from reading books on the kindergarten system to enable me to organize and teach such a school? If you think that this can be done, please advise me as to what books to get and where to get them.

[If you would succeed as a kindergartner, you must learn the art of one who is competent to train you. Mrs. Kraus, of this city, stands by common consent at the head of the kindergarten workers of this country; correspond with her. A kindergarden is not a *school*. No posted person speaks of a "kindergarten school."—Ed.]

1. In the sentence, "You say *you* are a better soldier," how do you dispose of the word "soldier"? 2. In the description in the SCHOOL JOURNAL of a lesson in geography given by Mr. Alexander Frye, leopard wood is named. Will Mr. Frye please inform me through your columns where I can find a description of that wood?

[1. Soldier is a *noun complement*; as "soldier" is the assertion, "soldier" helps make or completes the assertion. 2. Now Mr. Frye.—Ed.]

In the list of incorrect forms of expression in the JOURNAL of April 12th, are the following, to which I cannot render a satisfactory reason for correcting: (1). "The man *whom* they intended shall do that work." (2). "It fell on the floor." (3). "I intended to have gone there also."

[(1). Is correct as it stands. (2). It fell to the floor. Your reason is correct. (3). Is also correct as it stands. I intended to go there also.—Ed.]

Feeling some interest in Teachers' Aid Societies and Superannuated Teachers' Funds, I would like to know where I can ascertain the progress of this movement in this country. If there are any such societies, what is the address of managers?

[We know of no such societies in America. There is one in Canada; address, Minister of Public Instruction, Toronto, Canada.—Ed.]

Please give origin of the *madstone*. Why are they so called?

[Their origin is not known. The Indians claim that they were found in the stomachs of very old buck deer. The stone is porous, and when applied to a wound it is said the virus passes into it. But few believe in these things.—Ed.]

What is the shortest distance across the Isthmus of Panama in miles? C. W. H.]

[Twenty-eight miles.—Ed.]

A large purchaser at the recent Hamilton library sale was the Earl of Rosebery. Books relating to Scotland were his specialty, many rare and high-priced ones being secured. One of them was Charles L.'s own Prayer-book, altered in the King's autograph "to fit Church of Scotland."

Lord Rowton, it is said, finds his work of producing the memoirs of Lord Beaconsfield very difficult. The papers are enormous in number, and absolutely without order or arrangement. Lord Beaconsfield seems to have kept everything in the shape of letters, disposing of them by the easy process of thrusting them into a large box.

"Shakespeare's table, a little four-flapped table, with his coat-of-arms and initials carved on it, and other ornaments," says the *Academy*, "will be exhibited at the Shakespearian show on behalf of the Chelsea Hospital for Women, to be held at the Albert Hall on the last three days of May. This table belongs to Dr. Dally, of Wolverhampton. He bought it, together with two multons, on which Shakespeare's name and his wife's are cut, from a farm-house three miles from Stratford, where they had been long in use, painted over, and knocked about." Their authenticity is not doubted.

EDUCATIONAL MISCELLANY.

AIDS TO CRIME.

The power to Read is a power that may bring crime or virtue in its train; it may be followed by misery or happiness—depending on its employment. Ten years ago the JOURNAL urged the teachers to teach Reading not only, but assist the pupil to use his new-found power properly. So often was the evil arising from vicious reading pointed out, that letters came deploring the interest that the editor took in the matter.

At that time the press took no notice of the vast quantity of demoralizing reading prepared for young people, in the shape, mainly of newspapers. A beginning was made by sending out marked JOURNALS to the religious press. Then the pulpit took it up, and quite a strong sentiment has been formed against the publication of such literature. Still, tons of corrupting printed matter go out of this city every week. To check its manufacture, a bill has been passed in the New York Legislature, as follows:

Any person is held to be guilty of a misdemeanor who shall sell, give, show, or offer for sale "to any minor child any book, pamphlet, magazine, newspaper, or other printed paper devoted to the publication, or principally made up of, criminal news, police reports, or accounts of criminal deeds, or pictures and stories of deeds of bloodshed, lust or crime." Also any person who shall exhibit any of these indecent, or criminal publications, or pictures "upon any street or highway, or in any other place within the view, or which may be within the view, of any minor child." Also any person who hires, uses, or employs any minor child to sell, give away, or distribute the prohibited publications.

The *Times* says: "The number of the weekly textbooks of crime has increased, and the foul and demoralizing sheets are displayed at every street corner. These papers are devoted wholly to crime. Their illustrations familiarizes the young with the revels and bloody deeds of brutes in human form, and open the doors to a lower world which they should never enter nor look upon. One of these papers, published in this city, has a very large circulation and has made its owner a very wealthy man. The same owner has for some months been publishing a paper of still lower grade, devoted to licentious crime, and thousands of copies have been sold by boys. The newsdealers' counters are covered with five cent and ten cent stories and weekly papers written for boys. These stories and these papers glorify bandits like Jesse James and noted burglars and thieves. The heroes of these tales are criminals. Many a boy reads and forgets that murder and robbery are crimes. The debasing stuff, written and published by conscienceless scoundrels who have conspired to wreck the rising generation, leads boys and even young men to rob their parents and to form bands of thieves.

"This bill forbids the sale to a minor child, or the exhibition in any public place, of the *Police Gazette* and several other weekly illustrated papers of the same kind. It also forbids the sale to any minor child of hundreds of stories, published separately or in story papers, the heroes of which are sharp thieves, swindlers, burglars, murderers, or railway bandits."

The bill is before the Governor, and he will doubtless sign it. Now if it is put in force, a millstone will be taken off the necks of the public schools.

COMMUNISTS, Socialists and Nihilists are names applied in Great Britain, France, Germany and Russia, respectively, to a class of people who protest against the present social and political condition of those countries. Their grievance is that they have not sufficient voice in legislation, but the method they take of obtaining their demands shows that the spirit is that of resistance to laws rather than a desire for better ones. Whether or not their voice in legislation would tend to anarchy is a question which, with our republican sentiments, we are hardly fitted to decide. But one thing is evident, education in Europe—even in Germany,

where we have often been told to look for a model—is not accomplishing what it should. It has failed in two respects: it has not taught to reason nor to obey. It has not sought to do the former; it has sought to do the latter. It has striven to make the common people mere machines to do certain work, to obey certain laws, but to leave the thinking and the framing of the laws to the aristocrats. That it has failed is simply a proof that obedience cannot be taught successfully apart from reason. Man is not a machine. He will think; and if he is not taught to think wisely, correctly, will think unwisely and incorrectly. That we have escaped so far the socialistic trouble is, of course, due to our thinking liberally, but there is danger that we may import some of the sentiment that favors license instead of liberty. And the only way to meet this danger is by educating the children rightly; to teach them to think wisely. They will then see the necessity for wise laws, and be willing to obey them.

THE FRANCO-CHINESE TREATY.

The French operations against Tonquin have lasted a little more than two years. The Rivère expedition was broken up by the Black Flags in the spring of 1883. Fresh troops were dispatched from France, besides a strong naval force under Admiral Courbet. In July, Hué, the Capital of Annam, was captured. The same month the king, Tuduc, died, and in August the Mandarins elected Prince Hiepema to the vacant throne, with whom a treaty was made by the French Commissioner, Dr. Harmand. China refused to recognize Hiepema as king, and consequently did not recognize the treaty which had been made by him with the French. China dispatched troops to the aid of the Black Flags, who had retreated to Tonquin. Hanoi and Sontay were captured in 1883. Bacninh was captured in March, and Hunghoa in April last. The occupation of Hunghoa brought the victorious French forces up to the Chinese frontier, reducing the Government of China to the alternative of peace or war. It chose the former, and a treaty between the two powers has been signed, which recognizes the protectorate of France and interdicts Annam from having any diplomatic relations with any other country without the consent of France. It provides for the French military occupation of the peninsula, the control of France over the customs, the establishment of roads and telegraph lines, the right of private interview with the king—which has never before been allowed—the right of having French official residents at all the principal places, the control over the native administration of the country, the surveillance of taxes, and the right of erecting military posts. All these privileges granted, the French are recognized by China, and to them she adds freedom of trade, so that France is now in complete occupation of the entire Annamese peninsula, from Cochin China on the south, to China proper on the north, a strip of territory 900 miles in length and 450 miles in width, and one of the richest areas of its size on the globe. It possesses great undeveloped mineral wealth, and a soil of extreme fertility, where vegetables, fruits, vines, tea, rice, sugar and cotton grow luxuriantly. The Red River Delta is one vast rice swamp, and one of the great rice markets of the world. All the rich trade of this large area is now in French hands, the last claim which could have been made upon it, that of China, having been waived.

CARD telegrams are much in use in Paris. There are two kinds of them—one like the ordinary postal card in form and color, and the other blue and capable of being so closed as to conceal the writing. They are each large enough to contain a message of fully 60 words. When a card is dropped into the card telegram box of the nearest telegraph office the official in charge picks it up and has it transmitted through one of the pneumatic tubes which extend all over the city, thus insuring its delivery at the place to which it is addressed in less than half an hour from the time it was posted.

AMONG THE BOOK PUBLISHERS.

CHARLES SCRIBNER'S SONS.

No man was during his life more firmly identified with the publishing of books in New York City than Charles Scribner. In 1846, as one of the firm of Baker & Scribner, he began a career as publisher, that continued for a quarter of a century. Mr. Scribner was a man of fine literary taste, a graduate of Princeton College, and in full sympathy with his work. He had it seemed, an intuitive knowledge of the wants of the American people. In 1850, by the death of his partner he was left to carry on the business alone. Among the books that rendered Mr. Scribner famous as a publisher, was Dr. Holland's "Bitter Sweet," "Letters," and "Kathrina," and these are the most noted. The American edition of Lange's Commentary of the Bible in twenty-five volumes was a stupendous enterprise; it showed Mr. Scribner to be a man of sound business judgment, as well as a man of literary taste.

The educational branch began to assume importance when the works of Prof. Arnold Guyot were published. There are few teachers who have not heard of the "Guyot Series,"—it became famous and modified every textbook on geography in a short time. Then came Prof. Sheldon's "Readers," Prof. Cooley's "Science Series," Felton's "Arithmetics" and Tenney's "Natural Histories." All of these took a high rank and were extensively used.

To pass by the valuable works on politics, mental, and moral science is useful in such a short article as this; but Scribner's Monthly, now the Century, and St. Nicholas must not be forgotten. The former was started in 1870, and the latter in 1873, and there is now scarcely a home but reads both of them. They have elevated art, morals, religion, and contributed greatly to human happiness. In 1871 Mr. Charles Scribner died, respected by all who knew him, leaving his business firmly rooted. Mr. J. Blair Scribner, the eldest son, and Mr. A. C. Armstrong organized the business as Scribner, Armstrong & Co., which lasted a few years only, for death removed the head of the firm. Mr. J. Blair Scribner was a man of fine promise, of excellent business ability, and, like his father, a graduate of Princeton College.

Now the younger brother, Charles, assumed the responsibility—he, too, a graduate of Princeton. The firm now becomes Charles Scribner's Sons; with him is associated his cousin, John Scribner, an able and courteous gentleman, well fitted for the work that is to be done. Under this last reorganization it was deemed best to dispose of their educational textbooks, and these were purchased by Ivison, Blakeman, Taylor & Co. The subscription book department has been greatly increased, and fills the gap thus made. The charge of this large business falls heavy on young shoulders, but Mr. Charles Scribner seems able to bear it. He has inherited his father's best qualities of mind and heart, possessing a refined, gentlemanly nature, as well as a sound judgment and discriminating taste. Under his direction this great house will undoubtedly grow in reputation and prosperity.

The arts of Reading, Elocution and Oratory are very justly receiving far more attention than formerly. Moses True Brown, Professor of Oratory at the Boston University, successor to Prof. Raymond, has had the courage to open a summer school to teach the art in which he has been so enthusiastic and so successful a student. He will continue the work begun by Prof. Raymond at Martha's Vineyard, and attract many to that delightful spot. His summer school at College Hill, Mass., will possess the highest value to earnest students of oratory; it is planned with much completion; we deem it even more promising this year than last. He is known as a faithful and skillful expounder of the Delsarte system; his eminence has been won by hard work, and he means to retain his place by the same means.

THE PARSEE.—You can always pick out a Parsee by the style of hat he wears. A Parsee never smokes—this is a matter of religion with him—but he enjoys a long glass of brandy and soda. The Parsees, one and all, are reputed rich. Let one dress as meanly as he may, still he is reputed to have money. Their native home is Persia, though for a thousand years but few have lived there. They have made a home for themselves in and about Bombay, but many are scattered in towns throughout the whole coast from Corea to Arabia. Their religion is not the religion of India—neither Brahmanism nor Buddhism—but the ancient religion of Persia as given to the Persians by Zoroaster, and set forth in the Zend-Avesta.

THE AIR.—Two scientific investigators have been analyzing the Alpine air. They ascertained that entirely pure air is not found until an altitude is reached of from six to thirteen thousand feet above the level of the sea. The atmosphere around the lakes below that level, however pure and healthful apparently, was found to contain bacteria. Nevertheless, it was pure enough by comparison with that of Paris, where the bacteria contained in a square foot of air are seven thousand times more numerous than those in the same quantity of air in one of the Swiss valleys.

PUBLISHERS' NOTES.

I would much prefer the INSTITUTE in magazine form, and know of several others who would. G. E. R.

I favor strongly the magazine style for the INSTITUTE, not that I complain of its present form, but it would be more convenient to handle and to bind. L. B. M.

I am most heartily in favor of the magazine form for the INSTITUTE. First, it is more convenient for reading and for preserving; second, it is in just the form for binding, and thus makes a convenient and valuable addition to a teacher's library. M. D. L. B.

After reading nearly everything in my last JOURNAL—advertisements and all—for about the third time, I cannot refrain longer from expressing my high appreciation for it. It seems to me that it grows better and better every number. I have been reading it for nearly two years, and it is a mystery to me how I taught before. Of all the papers I read, educational or otherwise, none, in my opinion, is doing such a grand work for teachers. It is a paper no one should be without. M. F. ANDREWS.

I am in favor of having the INSTITUTE published in magazine form, as I would like to preserve each number, and published in that form I could have them bound much better, and I think it would be better every way.

I can not tell you how much the INSTITUTE has helped me. I want to be a good teacher in every sense of the term, and I would not be without your paper to help me. I am very much in favor of the New Education, and hope to see it adopted in every district around here, although it meets with some opposition now. Coventry, N. Y. E. L. M.

I was shown a copy of the JOURNAL some time ago, and was much pleased with it. I found some methods and hints in it which I tried in my school with much success. Among them was the one on moulding. We tried the map of South America. Pupils who had been dull in studying the book were very much interested; each was anxious for a chance to mould. After moulding the map they were required to draw it from memory, which they did very accurately. If one copy of the paper will do my school so much good, I conclude I must have it all the time.

What the Press Says About

THE SCHOOL JOURNAL

The SCHOOL JOURNAL is an excellently edited paper for teachers.—N. Y. Staats-Zeitung Journal.

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We need it out here.—Dollar City Democrat.

It is designed especially to advance the cause of education.—Horseshoe Journal.

Replete with valuable reading.—Bureau Co. Republican.

Teachers cannot do better than to subscribe for this paper.—Lawrence Guardian.

It commends itself to all persons interested in teaching.—Rochester Post.

We heartily commend it to educators.—Fireside Guard.

It stands at the head of educational periodicals.—E. Liverpool Gazette.

Every teacher should take the JOURNAL.—Lafayette Co. (Wis.) Democrat.

We commend its teachings.—Louisville Ledger.

It is edited with ability.—Alabama Beacon.

The JOURNAL contains well written editorials.—Coldwell Co (Mo.) Sentinel.

Only four copies of the original Italian text of Amerigo Vespucci's narrative of his four voyages are known to be in existence. Mr. Quaritch bought one of them in Paris the other day for \$3,620.

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VERY SATISFACTORY IN PROSTRATION.

Dr. P. F. Gilman, Detroit, Mich., says: "I have found it very satisfactory in its effects, notably in the prostration attendant upon alcoholism."

BOOK DEPARTMENT.

NEW BOOKS.

THE U. S. ART DIRECTORY AND YEAR BOOK. Com. piled by S. R. Koehler. New York: Cassell & Co.

This new edition of a book, universally pronounced on its first appearance one of the most useful publications ever issued, will be found materially improved and augmented. Its size has been increased, and to the useful features there have been added a number of attractions which lift the new issue above the level of a mere practical book of reference. Principal among these attractions are the "Chronicle," giving a concise but very full account of the art events of the past year, and the illustrations, of which there are no less than seventy-six, most of them full-page. Of these illustrations, forty-four are souvenirs of the Exhibitions, representing some of the principal pictures shown during the year; three are devoted to Sculpture; ten represent American Art in Europe, i.e., pictures shown or medaled on the other side during the year, while the balance, nineteen in all, consist of views and plans of nearly all the more important buildings devoted to art, in the shape of museums, academies, etc., throughout the United States. The prominent features of the first year's issue have all been retained, including the list of Art Schools, Museums, Collections, Exhibitions, Decorative Art Societies, Art Clubs, etc., arranged according to locality; the Directory of Artists and Art Teachers; the Necrology of Artists for the past year; the list of New Publications, including books on art, art journals, etchings and engravings; Statistical Table of Exhibitions, etc. All the information given in the book has been carefully revised down to date, and a glance at the list of cities in the table of contents shows that no part of the country has been neglected.

SCHOOL SONGS. C. E. R. Mueller and O. Blackman. Chicago: George Sherwood & Co.

The school edition of these songs is published in four books. The editors, Messrs. Mueller and Blackman, are the teachers of singing in the Chicago Public Schools. The design of the editors is to furnish a collection of school songs containing only what has both musical and literary merit. The selections are from the best English poems, with a few choice translations, suitable for children. The music is from the time-tested folk-songs of Germany, England, Wales, Ireland, Scotland, and other countries. The element of harmony receives special attention in all the four books. The first of the series, entitled, "Book One (A)" is intended for primary schools.

"Book Two" takes a step in advance, and is intended for grammar schools. It embraces melodies of two and three parts.

"Book Three" is intended for higher grammar schools, and contains introductory remarks on position of the body, breathing, the vowels, diphthongs, consonants, etc. The music in this book is written for two sopranos and alto.

"Book Four" is intended for high schools. It has an introduction quite similar to that in "Book Three," but its music is more advanced, and written for four-part singing. The plan and arrangement of the series are excellent, and music and songs are well calculated to please and instruct.

WENTWORTH AND HILL'S EXAMINATION MANUALS. No. II. ALGEBRA. Boston: Ginn, Heath & Co. 40 cents.

This manual is on the same general plan of the manual of examination papers in arithmetic. The first part contains one hundred and fifty papers for examination in algebra, varying from five to eight questions each. They are excellent test questions, covering all subjects, usually treated in works on the elements of algebra.

Part Second is composed of examination papers on algebra, used recently for admission to Yale, Harvard, Amherst, Princeton, Brown, Bowdoin, and most of the other colleges of the United States for admission to the colleges of Canada, and for admission and for ordinary B. A. degrees in Cambridge, Oxford and other schools of Great Britain.

These manuals are worth many times the price of the books to any principal of a high school or academy, not because he is able to prepare his own examination questions, but because they save time. Besides, it is a good thing to have test questions from outside. The first five pages of this manual are devoted to a specimen paper worked out.

ALCOHOL AND ITS EFFECTS. For Boys and Girls. H. L. Reade. Chicago: George Sherwood & Co. 25 cents.

This is a small book in the form of questions and answers. It is in three parts: the first, treating of alcohol

and the human body; the second, of alcohol in the family, in its relations to character and destiny, and its influence and effect on the personal estate; the third, treating of alcohol and the pocket. There are twenty-seven lessons in all. They cover vital facts which all persons need to know in order to judge whether the use of alcoholic drinks is a blessing or a curse. The subject matter of these lessons is based upon the teachings of science and experience in regard to the physical effects of the habitual use of alcoholic drinks. The statements are substantiated by unquestioned authorities. The work is intended for use in schools and families, and is well calculated to fix in the minds of boys and girls the facts and principles brought out in the text.

PROFESSOR CONANT. Hon. Lucius S. Huntington. New York: R. Worthington.

Professor Conant, at first an "Oxford professor" and afterward a member of Parliament, wins high distinction as a scholar, a publicist and a statesman. He loves the people, and teaches them to defend democracy and to imitate the great American Republic. He visits this country and enjoys such an ovation as John Bright might expect. American hearts and homes are open to receive him. The book abounds in English, American, and Colonial social pictures: and while the Professor studies Democracy, now in the great cities and anon at the feet of the farmers, the land leaguers, the working-man and the colored people, the "young folks" of his party weave romances and the great lord woos the "gentle American girl." One week the reader visits royalty far among the winter sports of Canada, and the next counts flocks and herds among the ranches of the Sacramento Valley.

The book is written in a kindly and fraternal spirit, and should promote acquaintance and good feeling between the English, American, and Canadian cousins, from among whom its characters are drawn.

A PALACE-PRISON. Fords, Howard & Hulbert. New York: \$1.00.

This is certainly a peculiar book, and a strong one; peculiar, in that its action, while passed in the very midst of our most civilized communities, is so strange and unfamiliar; strong, not so much in any force of literary expression as in intense vital force and evident truthfulness. It opens with an unpretending scene of village life, introducing the maidenly and attractive heroine of the story—a girl of sensitive nature but rather unusual force of mind—on the day of her "graduation" from the village high school. Her brother, too, a stalwart, prosperous, clear-headed young physician, claims attention. The girl has been overworked in school, and somewhat absurdly restrained within "lady-like" limits at home,—it was twenty-seven years ago,—so that she passes rapidly into a condition of what is now known as "nervous prostration." Her brother, after unsuccessful dosing, finding that she is "nothing better, but rather worse," and that her mind seems affected, consults a friend of his,—a "distinguished alienist,"—who advises a "few weeks perfect repose" in his palatial "retreat." Here the true story begins. It is a vivid picture of the life to which so many of our tenderest and most sensitive friends—those who have been wearied, if not worn out, by the intense activity of American life—are condemned.

BROKEN ENGLISH. A Frenchman's Struggles with the English Language. Prof. E. C. Dubois, Boston: Lee & Shepard. Cloth, 50 cts.; paper, 30 cts.

Many who have heard Prof. Dubois's amusing and witty lecture on "Broken English" will remember his story of how he went to the theatre expecting to see Laura Keane appear in two pieces, supported by her husband; how he told some of his mishaps over and over again, because his hearers kept saying "Do tell," "I want to know," etc.; how he said, "kicked the bucket," and used other expressions of a like nature, supposing them to be the most polite forms of speech; what a struggle he had with certain little words to find out how to say broken off, broken up, broken out, broken down, broken in, etc., and how he made other mistakes almost without number. The substance of this lecture is published here in English and French, on opposite pages, and will thus be a very valuable aid to those learning French.

CASSELL'S ILLUSTRATED GUIDE TO PARIS. Cassell & Company. New York: 40 cents.

This new pictorial guide to Paris will, in its three hundred and twenty pages of brilliantly illustrated letterpress, give clearly and concisely the essence of all that the tourist or traveler desires to know, not overloading him with useless details, but telling him things which he would like "when found to make a note of." The

map of Paris has been specially engraved for this guide, showing all the principal public building in such a manner as to render them clearly recognizable at a glance. The routes of the principal omnibuses and railroads are traced in red. The starting points of each are printed in large red letters, so that the visitor can, without difficulty, make his way from one given point in the city to another.

A BRIEF HAND-BOOK OF AMERICAN AUTHORS. Oscar Fay Adams. Boston: Houghton, Mifflin & Co. 75 cents.

This is published in similar form to the Handbook of English Authors by the same editor. The present book is prepared with reference to the needs of a large class of readers that have neither means nor disposition to provide themselves with costly biographical works. Within its necessary limitations, the book includes more or less extended notice of most of the persons known to American literature, wonderfully condensed, yet accurate and satisfactory.

It is one of those reference books that are not superfluous, and every reader owes Mr. Adams thanks for his work.

KELLERMAN'S PLANT ANALYSIS. Prof. W. A. Kellerman. Philadelphia: John E. Potter & Co. \$1.00.

This book is intended, primarily, as a companion volume to Kellerman's "Elements of Botany," but the Analytical Keys have been prefaced by enough Descriptive Botany to render it complete in itself, so that it may be used satisfactorily by those even who have no preliminary knowledge of the subject. The plan of arrangement throughout the Keys is simple, the marked distinctions between plants being selected for comparison, and useless descriptions avoided. It contains a classified list of the Wild Flowers of the Northern United States, with Keys for analysis and identification.

MAGAZINES.

The June number of the *Domestic Monthly* is an attractive issue. The ladies will find new and charming summer styles illustrated, and an abundance of interesting reading. The literary department contains a long installment of Mrs. Hoey's story, "The Lover's Creed." There are several short stories and poems by Clement Scott, Joel Benton, James Buckham, Mary Ainge De Vere, and others. Mrs. Beecher has an interesting Household Department.

The *Manhattan* for June is particularly enlivened in appearance by reason of its new cover, which has been already mentioned in these columns. It is decidedly artistic and beautiful, highly creditable to the designer, Mr. Francis Lathrop, and an added attraction to the magazine, which, by the way, is steadily adding to its inside attractions also. The noteworthy features of the present number are "An American studio in Florence," by H. Buxton Forman; "The Gunnison Country," by Ernest Ingersoll; the second installment of "Trojan," and a short story, "A Boston Man," by Nora Perry. Mr. Fawcett's "Tinkling Cymbals" is concluded in correct fashion; there are many short, interesting papers and poems by well-known writers. "Recent Literature," "Town Talk" and "Salamagundi" all contain good things.

LITERARY NOTES.

The London *Saturday Review* declares that of all living American writers, Oliver Wendell Holmes may most truly be said to have won the hearts of English readers.

The story of Mrs. Helen Jackson ("H. H.") under the title of "Ramona," now being published in the *Christian Union*, is notable for dramatic interest, narrative skill, and deep feeling.

The first edition of Marion Crawford's new novel, "A Roman Singer," numbered 12,500 copies, and it is reported that nearly the entire edition had been covered by orders on the day of publication.

According to the latest return, the number of volumes in the British Museum is just over 1,300,000. There are 160 miles of shelves, and about twenty more miles to be filled. It is calculated that about one ton of literature is sent in daily.

"A Manual of the Mosses of North America," by Leo Lesquereux and T. P. James, with six plates illustrating the genera, is announced for immediate issue by Messrs. S. E. Cassino & Co., Boston. It is in one volume, 8vo cloth, price \$3.50.

The Italian author, Edmondo de Amicis, whose narratives of travel in Turkey, Morocco, Spain, France, and Holland, are already known to American readers, is at present making a trip along the eastern coast of South America. It is expected that he will return to Italy by way of New York.

The National Temperance Society has just published an interesting story, with the title, "The Haunted Islands," written by Margaret E. Wilmer. The hero of the story is an exemplary young man that became an effectual helper and teacher of others by the force of his manly, Christian example.

The new volume by W. H. Mallock, entitled "Property and Progress," which will be published in a few days by G. P. Putnam's Sons, makes a full discussion of the theories and suggestions in Georges's "Progress and Poverty," a volume which Mr. Mallock considers from its ability, entitled to respectful consideration, and at the same time to be calculated to very materially mislead students and voters.

The first volume has appeared of Mr. Blaine's "Twenty Years of Congress," which starts with a portrait of the author, and carries the reader along through the Civil War, concluding with an account of the foreign relations of the United States during that trying period. There are pen-portraits of Stephen A. Douglas, Charles Sumner and Gen. Grant, and allusions to many living public men. The work is published by subscription. The printing of the second edition of 100,000 has been begun, and the author, it is said, gets 80 cents royalty on each volume.

The National Temperance Society has just published No. 5 of the series of Readings and Recitations prepared by L. Penney, the former numbers of which have been received with much favor. This number contains an entirely new selection of articles in both prose and verse, many of which were prepared especially for this work, varied in style, comprising the patriotic, pathetic and humorous, together with stirring appeals and arguments for the home against the saloon. These contain the thoughts of the best writers and speakers on this great question. Price, paper, 25 cts.; cloth, 60 cts.

There is a very pleasant story about the way in which Mrs. G. R. Alden received her *nom de plume* of "Pansy." In her young-girl days the old clock in her father's house stopped—a thing so unusual that it made an impression on the whole household, and especially on her. She wrote an "essay" in regard to that faithful household monitor, which pleased her father very much. He said it must be published in the paper conducted by her brother. "But," said he, "we don't wish any one to know that you wrote it, and so we will sign it 'Pansy,' for pansy means tender and pleasant thoughts, and you have given me some thoughts that are tender and pleasant."

Lord Tennyson, it is said, had just gone to live near Blackdown, and lost his way one night while rambling about. A woman standing at the door of a cottage tried to set him right, and in so doing described one corner of his own house, saying: "You will see it as you turn the corner by a clump of yew trees. Some one's come to live there from Lunnon. They say he's a queer 'un. He's a actor, or does writin' or summat o' that sort; but he's a queer 'un, 'e is. He goes about more like a beggar nor anythin' else." "Oh," said Tennyson, "have you seen him?" "No, I can't say as I've seen 'un; but that's what I hear. He goes about just for all like a beggar."

BOOKS RECEIVED.

Elements of Rhetoric and Composition. David J. Hill, LL.D. Sheldon & Co. New York and Chicago.

Elements of Logic. W. Stanley Jevons, LL.D. Recast by David J. Hill, LL.D.

A Palace Prison. New York: Fords, Howard & Hulbert. \$1.00
The Reading Club. Edited by George M. Baker. Boston: Lee & Shepard. 15 cts.

"The Lost Arts," "Daniel O'Connell, the Irish Patriot," "Sulogy of Garrison." Boston: Lee & Shepard. 25 cts each.

Wild-Woods Life. Captain Charles A. J. Farrar. Boston: Lee & Shepard. \$1.25.

Barbara Thayer. Annie Jenness Miller. Boston: Lee & Shepard. \$1.00.

Broken English. E. C. Dubois. Boston: Lee & Shepard. 50 cts

What Is To Be Done? Robert B. Dixon, M.D. Boston: Lee & Shepard. 30 cts.

The Haunted Islands. Margaret E. Wilmer. New York: National Temperance Society.

Warning Symptoms.

Don't neglect these. If you have symptoms of Consumption, Catarrh, Bronchitis, Neuralgia, or the indications of any other disease which may keep its hold upon you until it becomes chronic, do not neglect the warning indications. Meet the enemy upon the very threshold, and while your vitality is yet unimpaired. If your regular physician fails to reach the case, then we advise you to try the new Vitalizing Treatment of Drs. Starkey & Felen, 1109 Girard st., Philadelphia. It will be found an almost certain means of restoration—the way back to health—an agent that may save you from a life of invalidism, or from premature death. In saying this, we are not speaking lightly, nor from mere professional interest, nor from theory or general assumptions. In proof, you are offered an array of facts and results so large, so well authenticated, and so positive, that no one in the habit of weighing evidence can doubt them. If you write to Drs. Starkey & Felen, they will send you such documents and reports of cases as will enable you to decide for yourself whether this treatment will benefit you.

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Net Surplus.....1,607,354 07

CASH ASSETS.....\$7,402,751 11

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